**PAIRED TEXT SET**

**Food Chains**

**Grade Level: 3rd Grade**

**Science Standards:**

GLE 0307.3.1 Describe how animals use food to obtain energy and materials for growth and repair.

90307.3.2 Create a chart to show how plants and animals satisfy their energy requirements.

**Literacy Standards:**

**Literature**

[CCSS.ELA-LITERACY.RL.3.1](http://www.corestandards.org/ELA-Literacy/RL/3/1/)  
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Informational Text**

[CCSS.ELA-LITERACY.RI.3.2](http://www.corestandards.org/ELA-Literacy/RI/3/2/)  
Determine the main idea of a text; recount the key details and explain how they support the main idea.

**Writing**

[CCSS.ELA-LITERACY.W.3.1.B](http://www.corestandards.org/ELA-Literacy/W/3/1/b/)  
Provide reasons that support the opinion.

**Speaking and Listening**

[CCSS.ELA-LITERACY.SL.3.1.D](http://www.corestandards.org/ELA-Literacy/SL/3/1/d/)  
Explain their own ideas and understanding in light of the discussion.

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| **Paste Graphic of Non-Fiction Text** | Title: **The Food Chain**  Author: **ReadWorks.Org**  Publisher & Date: **ReadWorks Inc.**  Lexile Level: **620**  Brief Synopsis: This Non-Fiction text covers all the organisms in a food chain. It lists vocabulary words and the meaning. It is a short text, but has very important details. |
| **Paste Graphic of Fiction Text**    http://ecx.images-amazon.com/images/I/61bPWz9OKSL._SX258_BO1,204,203,200_.jpg | Title: **The Magic School Bus: Gets Eaten**  Author: **Joanna Cole & illustrations by Bruce Degen**  Publisher & Date**: Scholastic Inc. 1996**  Lexile Level: **500L**  Brief Synopsis: Arnold and Keesha forget their homework – to bring in two beach things that go together – so they improvise. He has a shoe filled with pond scum he stepped in on the way to school. He has a tuna sandwhich for her lunch. Ms. Frizzle thinks it’s a brilliant combination. On the class field trip to the ocean, Arnold and Keesha search for the connection between scum and tuna. The Bus and class shrink, travel through the food chain – and get eaten by a tuna fish! From inside the tuna’s stomach, Keesha makes the connection. Scum is a kind of algae and algae and tuna are part of the same food chain. Now, if they can just get out of that fish! |

**Activity Objective:**

The learner will demonstrate their knowledge on how animals and plants satisfy their energy requirements by completing the food chain activity.

The learner will develop an understanding of what a food chain is by reading the paired text and completing the activities provided.

**Materials:**

**Fact Frayer Model**

**Magic School Bus Work Sheet**

**Magic School Bus Writing Activity**

**The Food Chain Writing Activity**

**Figurines to create food chain**

**Arrows (Show how energy is transferred)**

**Activity Description (using both texts):**

**Before Reading:** Before reading the paired text, students will complete the FACT Frayer Model. The students will be given a list of vocabulary words from the text. They will each get to choose one and complete the Frayer Model activity. After the students complete the Frayer Model, each student will go over the vocabulary word they choose and explain.

**During Reading:** While we are reading the two texts, I will ask questions and the students will write their answers down in their interactive notebook. This will let me know each student understands the material that is being read. [CCSS.ELA-LITERACY.RL.3.1](http://www.corestandards.org/ELA-Literacy/RL/3/1/) Once we have read the Magic School Bus: Gets eaten, students will complete a worksheet. This worksheet provides a chart so the students can create two food chains that were mentioned in the story. Once they complete the worksheet they will make a food chain out of figurines. GLE 0307.3.1, 90307.3.2. The students will now move on to the Non-fiction text. Once we are finished with the non-fiction text, we will have a whole group discussion. The students will explain the main idea of the text and what key details support the main idea. [CCSS.ELA-LITERACY.RI.3.2](http://www.corestandards.org/ELA-Literacy/RI/3/2/) .

**After Reading:** The students will be provided with two writing activities. The first writing activity will be from The Magic School Bus: Gets eaten. The students will answer the question, why was the scum on Arnold’s shoe and Keesha’s tuna fish sandwich a good combination for their beach items? From the Non-fiction text, The Food Chain, students will answer the question, in a typical food chain, what would happen after a primary consumer eats a producer? The students will state their own opinion to both questions and provide reasoning that supports their opinion. [CCSS.ELA-LITERACY.W.3.1.B](http://www.corestandards.org/ELA-Literacy/W/3/1/b/)

**Wrapping Up:** The finishing activity for the paired text will be a small group activity. The students will be split into small groups (3-4). They will have a discussion that shares their ideas and thoughts on the two texts. They should ask each other what they learned from the texts. This will help the students by hearing what their fellow classmates got from the texts and maybe look at a part of the text differently by receiving different ideas. [CCSS.ELA-LITERACY.SL.3.1.D](http://www.corestandards.org/ELA-Literacy/SL/3/1/d/)

**Text Dependent question prompts:**

What is the difference between the two types of consumers?

Which part of the food chain is responsible for breaking down dead animals into tiny pieces?

In a typical food chain, what would happen after a primary consumer eats a producer?

What is an effect of decomposers breaking down animals and plants after they die?

**FACT –** We will be using The Frayer Model (Keeley 99) for our vocabulary activity and formative assessment as described at the beginning of the student procedures. Vocabulary words will be pulled from each text so the students will understand the meaning of the words before starting. They will be able to choose which word they want to complete the activity with.

**References:**

**Frayer Model**

[**https://wiki.ncscpartners.org/images/d/d4/FrayerModel.jpg**](https://wiki.ncscpartners.org/images/d/d4/FrayerModel.jpg)

**Read works**

[**http://www.readworks.org/passages/food-chain**](http://www.readworks.org/passages/food-chain)

**Science Formative Assessment Book**

Keeley, Page. *Science Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction, and Learning*. Thousand Oaks, CA: Corwin, 2008. Print.

**Magic School Bus Synopsis**

[**https://www.scholastic.com/magicschoolbus/parentteacher/activities/eaten.htm**](https://www.scholastic.com/magicschoolbus/parentteacher/activities/eaten.htm)

**Idea for food chain activity**

<http://www.pdesas.org/module/content/resources/7511/view.ashx>

<https://doc-0c-1k-apps-viewer.googleusercontent.com/viewer/secure/pdf/ro4i4e8h0csrdhmtovraqb367sl59705/e07e8kt994ne25eg6c0jkrt7nsebi8iu/1454518575000/drive/17242632792650877085/ACFrOgAzMj0wSnJOlRqhD8ZfcX5YK0wP5CYltZ6ZOcnJQzFK4LoDySPI39ezYRlXgNCGEoRSsbRNMGpCDWGiNiF4U6ODZIxn0MC7DWz2OWMyR-HRLFUbGXvFDGdNTbs=?print=true&nonce=975vj4jijcg5m&user=17242632792650877085&hash=g5uaakkidnik1uccpl8h31i37f1mileo>

**The Magic School Bus Handout**

[**file:///C:/Users/Alora/Downloads/MagicSchoolBusGetsEatenFoodChainVideoResponseForm%20(1).pdf**](file:///C:/Users/Alora/Downloads/MagicSchoolBusGetsEatenFoodChainVideoResponseForm%20(1).pdf)

**Writing Activity: The Food Chain**

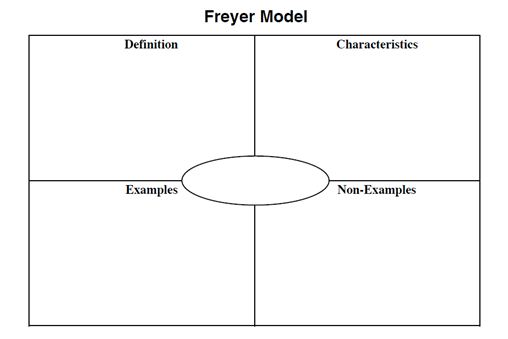
[**http://www.readworks.org/passages/food-chain**](http://www.readworks.org/passages/food-chain)

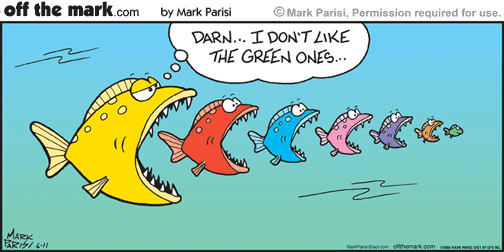
**Standards**

<http://www.corestandards.org/ELA-Literacy/>

[http://tn.gov/assets/entities/education/attachments/std\_sci\_gr\_3.pd](http://tn.gov/assets/entities/education/attachments/std_sci_gr_3.pdf)

FACT Frayer Model Activity

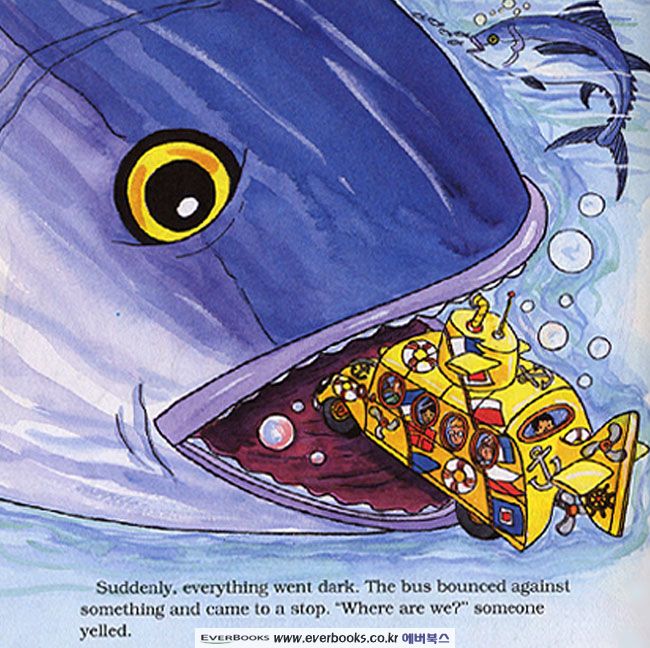




**The Food Chain**

In a typical food chain, what would happen after a primary consumer eats a producer?

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**The Magic School Bus:**  **Gets Eaten**

Why was the scum on Arnold’s shoe and Keesha’s tuna fish sandwich a good combination for their beach items?

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